

Needs Assessment Results for Teachers/Administrators – Fall 2004

| Top Three Choices by ESA | | | |
|--------------------------|----------------------|----------------------|----------------------|
| | 1 st Need | 2 nd Need | 3 rd Need |
| ESA 1 | Principle 4 | Principle 5 | Principle 2 |
| ESA 2 | Principle 4 | Principle 2 | Principle 5 |
| ESA 3 | Principle 4 | Principle 5 | Principle 2 |
| ESA 4 | Principle 4 | Principle 2 | Principle 5 |
| ESA 5 | Principle 4 | Principle 5 | Principle 2 |
| ESA 6 | Principle 4 | Principle 5 | Principle 2 |
| ESA 7 | Principle 4 | Principle 2 | Principle 5 |

Description of Principles listed below:

Principle 1

Teachers create meaningful learning experiences for students through understanding of central concepts related to the education of students with disabilities.

- federal disabilities legislation
- expanded curriculum (hearing, vision, etc.)
- transition support and services
- special education policies and procedures
- assistive technology
- content standards
- functional standards

Principle 2

Teachers provide learning opportunities that support intellectual, social, and personal development of each learner, based on the understanding of how children learn and develop.

- student learning styles
- cognitive development
- social and emotional development among children
- brain-based learning
- significant health issues in children

Principle 3

Teachers create instructional opportunities that are adapted to diverse learner needs.

- information on disabilities
- English as a second language (ESL) strategies
- cultural diversity
- family needs assessment
- bilingual special education
- communication/involvement of parents

Principle 4

Teachers use a variety of instructional strategies to encourage students' development and performance.

- co-teaching/collaborative teaching
- cooperative learning
- inclusive classroom strategies
- services in natural environments
- direct instruction
- early intervention strategies
- mastery learning
- accommodations/modifications in classroom instruction

Principle 5

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- coordination with families
- positive behavior supports
- functional behavior assessments
- conflict resolution/de-escalation of aggressive student
- student self advocacy skills
- behavior intervention plans
- creating a safe school environment

Principle 6

Teachers foster inquiry, collaboration and supportive interaction in the classroom through use of effective verbal, non-verbal, and media communication technologies.

- use of assistive/supportive technology
- adaptive technology
- Technology for Teaching and Learning (TTL) information
- computer assisted instruction
- collaboration/teaming with other professionals

Principle 7

Teachers plan instruction based on knowledge of subject matter, students, community, and curriculum goals.

- pre-school curriculum
- IFSP/IEP standards based goal writing
- collaboration on IFSP/IEP teams
- transition (into school, through school, school to work)

- collaboration with non-school agencies

Principle 8

Teachers use informal and formal assessment strategies to evaluate and ensure intellectual, social, and physical development of the learner.

- testing accommodations
- curriculum based assessment
- implementing teacher assistance teams
- functional assessment
- using evaluation data to determine goals
- portfolio assessments
- interpreting test results
- determining special education eligibility
- alternative assessment

Principle 9

Teachers are reflective practitioners who evaluate effects of their choices and actions on others and seek opportunities to grow professionally.

- monitoring student progress
- family/school relationships
- peer coaching/mentoring
- using technology to manage workload
- data based decision making
- effective communication skills
- working as special/regular education teams

Principle 10

Teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

- collaboration/team building
- roles of the para professional
- roles of related service providers
- collaboration with medical community
- roles of IFSP/IEP team members
- family/community involvement
- school/business partnerships